

Browns Ferry Elementary

7292 Brown's Ferry Road
Georgetown, SC 29440

Grades	PK-5 Elementary School	
Enrollment	190 Students	
Principal	Bethany Giles-Burgess	843-527-1325
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Good	At-Risk
2005	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

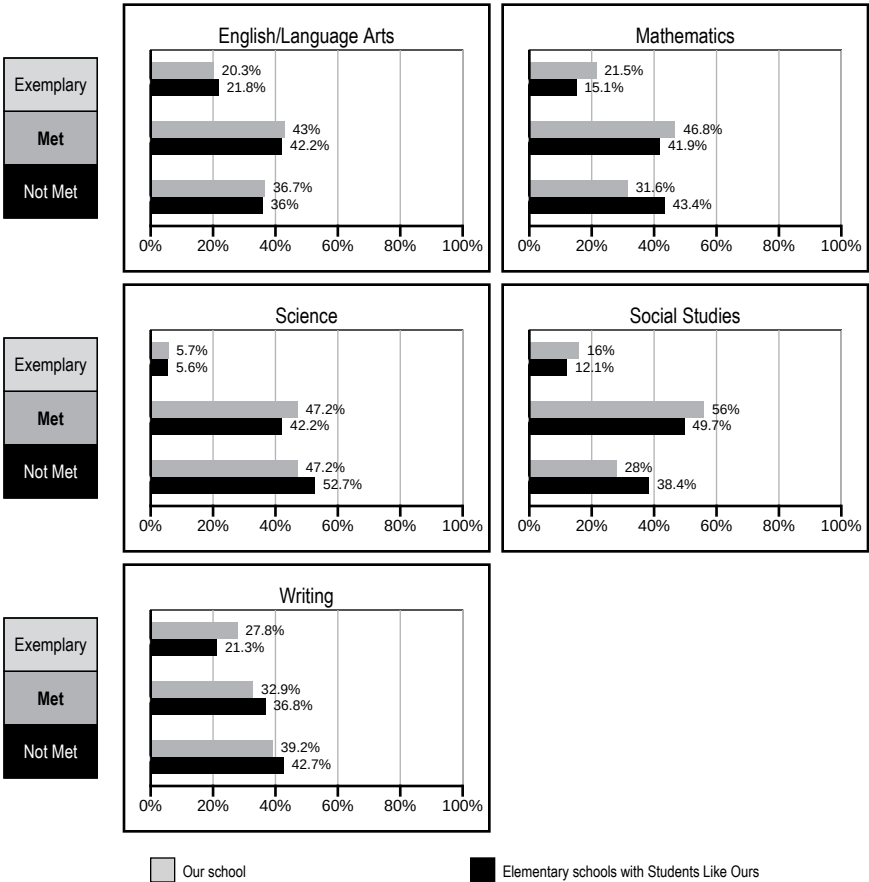
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	60	58	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=190)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.1%	Up from 1.1%	2.5%	1.9%
Attendance rate	96.9%	Down from 97.9%	96.0%	96.3%
Eligible for gifted and talented	2.2%	No Change	2.9%	10.0%
With disabilities other than speech	8.2%	Up from 7.3%	7.5%	7.7%
Older than usual for grade	0.0%	No Change	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	65.0%	Down from 68.4%	57.1%	59.4%
Continuing contract teachers	75.0%	Down from 84.2%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.9%	Up from 84.1%	81.7%	85.9%
Teacher attendance rate	94.0%	Up from 93.3%	95.2%	95.1%
Average teacher salary*	\$47,733	Down 1.2%	\$45,857	\$47,149
Professional development days/teacher	10.6 days	Up from 7.8 days	10.8 days	11.1 days
School				
Principal's years at school	1.0	Down from 8.0	3.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 14.9 to 1	16.5 to 1	18.8 to 1
Prime instructional time	89.1%	Down from 90.3%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,381	Up 19.1%	\$8,670	\$7,458
Percent of expenditures for instruction**	58.5%	Down from 59.9%	68.4%	68.8%
Percent of expenditures for teacher salaries**	53.0%	Down from 53.7%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Brown's Ferry Elementary School is a neighborhood school located in the Brown's Ferry Community of Georgetown, SC. Brown's Ferry Elementary truly has a special school environment as the result of home, school, and community working in harmony.

Our mission is to prepare and challenge our students to succeed as independent learners in today's society. To assist our students with academic needs, we utilize the Response to Intervention (RtI) program to support needs in reading. Additionally, we focus on the Balanced Literacy approach at all grade levels to support the reading and writing skill development of each student. We continue to enrich instruction by participating in staff development activities that facilitate improved student achievement. Teachers use a variety of resources and data to identify individual student's strengths and weaknesses to drive their instructional practices.

Opportunities for student growth and development are provided through the various disciplines as well. Students participate in art contests, musical events, Jump Rope for Heart, and the Accelerated Reader program. Students are recognized for their efforts, positive behavior, and academic excellence. To add to that, Brown's Ferry Elementary School was recognized as a Silver level Team Nutrition School in the HealthierUS School Challenge.

The involvement of our P.T.O. and S.I.C are instrumental in accomplishing the school's goals. They provide classroom resources and student/teacher incentives as well as support to school activities and events.

We are very proud of our school and the bright, cheerful environment that stimulates learning. It is a credit to the students, parents, and staff who work diligently to make each student successful. With home, school, and community working together in harmony, great things will continue to happen for students in our school.

Bethany Giles-Burgess, Principal
Demetria Staggars, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	27	25
Percent satisfied with learning environment	85.0%	100.0%	91.7%
Percent satisfied with social and physical environment	95.0%	100.0%	96.0%
Percent satisfied with school-home relations	84.2%	100.0%	95.8%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	87	100	36.3	43.8	20	75	81.6	82.8	Yes	Yes
Gender										
Male	42	100	39.5	50	10.5	68.4	77.5	79.3	N/A	N/A
Female	45	100	33.3	38.1	28.6	81	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	89.9	89.5	I/S	I/S
African American	86	100	36.7	44.3	19	74.7	72.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	45.5	39.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	80	100	38.4	42.5	19.2	74	75.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	87	100	31.3	47.5	21.3	78.8	80.4	78.9	Yes	Yes
Gender										
Male	42	100	39.5	47.4	13.2	71.1	77.7	77	N/A	N/A
Female	45	100	23.8	47.6	28.6	85.7	83.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	88.9	87.2	I/S	I/S
African American	86	100	31.6	48.1	20.3	78.5	70.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	84.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	27.3	36.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	80	100	31.5	46.6	21.9	76.7	73.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	57	100	46.3	48.1	5.6	53.7	65.8	67.5
Gender								
Male	27	100	61.5	34.6	3.8	38.5	63.5	67
Female	30	100	32.1	60.7	7.1	67.9	68.3	68
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	79.6	79.5
African American	56	100	47.2	47.2	5.7	52.8	50.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	26.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.1	59.6
Socio-Economic Status								
Subsided meals	53	100	48	46	6	52	55.1	55.1

Social Studies

All Students	57	100	27.5	56.9	15.7	72.5	70.4	72.3
Gender								
Male	27	100	26.1	60.9	13	73.9	70	71.5
Female	30	100	28.6	53.6	17.9	71.4	70.8	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	81.6	80.7
African American	57	100	27.5	56.9	15.7	72.5	58	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	67.9
Socio-Economic Status								
Subsided meals	53	100	29.8	53.2	17	70.2	60.5	62.1

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	87	96.6	37.7	33.8	28.6	62.3	69.5	70.2	96.9	96.2
Gender										
Male	42	95.2	41.7	33.3	25	58.3	61.9	63.2	97	96.1
Female	45	97.8	34.1	34.1	31.7	65.9	77.7	77.5	96.8	96.3
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	80.2	79.1	90.5	95.6
African American	86	96.5	38.2	34.2	27.6	61.8	57.9	57.6	97	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	86.2	N/A	97.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	64.7	62.6	N/A	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.2
Disability Status										
Disabled	12	91.7	I/S	I/S	I/S	I/S	16.1	26.1	96.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.6	61.2	N/A	97.2
Socio-Economic Status										
Subsidized meals	78	97.4	38	35.2	26.8	62	59.7	58.9	96.7	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	30	100	37.9	34.5	27.6	62.1
	4	27	100	24	60	16	76
	5	30	100	46.2	38.5	15.4	53.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	30	100	37.9	44.8	17.2	62.1
	4	27	100	12	60	28	88
	5	30	100	42.3	38.5	19.2	57.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	15	100	73.3	20	6.7	26.7
	4	27	100	28	68	4	72
	5	15	100	50	42.9	7.1	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	15	100	50	42.9	7.1	50
	4	27	100	20	60	20	80
	5	15	100	16.7	66.7	16.7	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	30	96.7	42.9	25	32.1	57.1
	4	27	96.3	37.5	50	12.5	62.5
	5	30	96.7	32	28	40	68
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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